

**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: X**

**SUBJECT: SST**

<b>Books:</b>			<b>Publisher: NCERT</b>			
<b>MONTH</b>	<b>TOPICS</b>	<b>No. OF PERIODS</b>	<b>21<sup>ST</sup> CENTURY SKILLS INTEGRATED</b>	<b>METHODOLOGY, INSTRUCTIONAL STRATEGIES &amp; ACTIVITIES PLANNED</b>	<b>TEACHING LEARNING MATERIAL</b>	<b>LEARNING OUTCOME</b>
APRIL 2022 (21 DAYS)	H1 Rise of Nationalism in Europe	10	Social and cross-cultural interactions.	Draw the symbols related to Nationalism in Europe, also write meaning and significance.  Prepare postcards giving information about the contribution in the Unification of Italy and Germany.	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms. Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.  Understand the value of resources and the need for their judicious utilization and conservation.
	G1 Resource and Development	9	Sense of Responsibility Care and Love	Flowchart on Types of Resources Soil Map of India		
	C 1 Power Sharing	2	Cooperation and Collaboration	Write an article on any recent mass struggle against the ruling system in any 1 non-democratic country.		
MAY 2022 (23 DAYS)	C 1 Power Sharing	3	Cooperation and Collaboration Civic sense Development of Interpersonal Relationship	Group discussion Role play	Textbooks, PPT, PDF, Maps, Google forms, Smartboard and Flow charts etc.	Familiarize with the centrality of power sharing in a democracy and understand the working of spatial and social power sharing mechanisms.  Familiarize with concepts of macroeconomics and understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. Understand the importance of quality of life and sustainable development.
	E 1 Development	5	Initiative and Self-direction	List few examples of environmental degradation that you have observed and write suggestions to control it. Or Pictorial description in the form of PPT.		
	H2 Nationalism in India	10	Unity in Diversity Conservation and			

	G2 Water Resources	5	Efficient utilization of resources.	<p>Comparative Analysis of NCM and CDM.</p> <p>Roleplay on any important incident of their choice.</p> <p>Movie Review OR Comparative analysis of Different movies.</p> <p>Mapwork of Major Dams.</p> <p>Poster on the issue of Water Scarcity.</p> <p>AIL Project: Survey Report on Watershed Development Programme</p> <p>Article on Conservation Strategies of flora and fauna adopted by government and community involved.</p> <p>Map work on Forests.</p> <p>Geographical Representation of Wildlife, Bird Sanctuaries and Biosphere Reserves.</p>		<p>Analyze the nature of the diverse social movements of the time. Familiarize with the writings and ideals of different political groups and individuals. Appreciate the ideas promoting Pan Indian belongingness.</p> <p>Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation. Identify different Dams in the country.</p>
June 2022 (5 Days)	C2 Federalism	5	Sharing Citizen's Rights and Duties	<p>Make a poster on 3 lists along with their subjects and who has jurisdiction over these subjects.</p> <p>Have students write a letter to ----- to give her/him a new perspective of the current government, including both positive and negative aspects and federalism concepts.</p> <p>Make PPT on practical example of cooperation between powers between different branches of the government.</p> <p>Make a list of news items (read related to government new policies or decisions and classify them into 3 lists.</p>	Textbooks, PPT, PDF, Maps, Google forms, Smartboard and Flow charts etc.	Analyze federal provisions and institutions and explain decentralization in rural and urban areas.
JULY 2022 (23 DAYS)	E2 Sectors of Indian Economy  G3 Agriculture	7  9	Familiarization with Economic Concepts  Geographic Understanding	<p>To conduct a survey</p> <p>Compare and contrast the employment conditions prevailing in the organized and the un-organized sectors.</p>	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	<p>Identify major employment generating sectors and reason out the government investment in different sectors of economy.</p> <p>Explain the importance of agriculture in national economy. Identify various types of farming and</p>

	C3 Gender, Religion and Caste	7	Developing Gender perspective in Politics  Learning about Ideas such as Equality, Justice and	Map work of Food Crops  Map work of Cash Crops  Preparation of table to show the distribution and idea geographical conditions of food crop and cash crop.  Flow chart on the measure to combat communalism in India.		discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. Explain various government policies for institutional as well as technological reforms since independence.
AUGUST 2022 (22 DAYS)	H3 Making of the Global World  G4 Minerals and Energy Resources Map work	12  8 2	Analysis the implications of globalisation  Flexibility and adaptability	Prepare a PPT on: Rinderpest Disease, Bretton wood System, The Great Economic Depression.  Map work of Metallic minerals.  Map work of energy producing minerals.  Paste all the maps on a scrapbook.	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets and Flow charts etc.	Show that globalization has a long history and point to the shifts within the process and analyze the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups.  Identify different types of minerals and energy resources and places of their availability. Feel the need for their judicious utilization
SEPTEMBER 2022 (25 DAYS)	C5 Political Parties  E3 Money and Credit  Revision	8  7  10	Leadership and responsibility  Initiative and self direction Critical thinking	Make a Report or PPT on 6 National parties or regional parties: their ideologies and symbols, their Leaders, and their current status.  Make a brochure on loan facilities extended by banks.  Paste a blank cheque and fill the entries. Also write the steps to fill it.  Role play on any transaction by means of Barter System OR Demand Deposits.	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets and Flow charts etc.	Analyze party systems in democracies and introduction to major political parties, challenges faced by them and reforms in the country.  Understand money as an economic concept and understand the role of financial institutions from the point of view of day to-day life.

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**TERM 1: 19 SEPTEMBER-30 SEPTEMBER 2022**

OCTOBER 2022 (15 DAYS)	H4 Print Culture	12	Social and cross cultural interaction	Find out more about the changes in print technology in the last 100 years. Write a report about the changes, explaining why and their consequence.	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.
	G5 Manufacturing Industries	3	Productivity and accountability	<p>Map work of Iron and Steel Industries.</p> <p>Map work of Thermal power plants.</p> <p>Map work of nuclear power plants.</p> <p>Map work of Software technology parks.</p> <p>Prepare a table to show the distribution of major industries in India.</p>		
NOVEMBER 2022 (24 DAYS)	G5 Manufacturing Industries	5			Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy.
	C6 Outcomes of Democracy	7	Safeguard Unity and Accommodate diversity.	Make a flow chart on the features to prove that why democracy is the best form of the government.		
	E4 Globalization and Indian Economy H 4.Print culture	8 4	Economical Global Outlook Social and cross cultural interaction	<p>Conduct a survey and write a report on how many local companies have been converted into MNC's</p> <p align="center">OR</p> <p>Make a PPT on how foreign trade has contributed to the GDP of India.</p>		

				Make a poster of Consumer rights and duties.		
DECEMBER 2022 (20 DAYS)	Revision For 1 <sup>st</sup> Term./Unit Test /Preboard				Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	
JANUARY 2023 (22 DAYS)	G6 Lifelines of Indian Economy	10	Collaborative learning, effective communication	Map work of International Airports and Seaports.  Map work of Express highways and National Highways 1, 2, 7 and 15 with terminal stations.  Preparation of analytical report on Indian trade and changing pattern of export and Import.	Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	Explain the importance of transport and communication in the ever-shrinking world and understand the role of trade and tourism in the economic development of a country.
	H 4 The Age of Industrialization	12	Familiarize with pro-industrial phase and early factory system.	Article writing on Britain and the history of cotton		Explain the process of Industrialization in the colonies with reference to textile industry
FEBRUARY 2023	REVISION OF 2 <sup>nd</sup> TERM				Textbooks, PPT, PDF, Maps, Google forms, Smartboard, worksheets, and Flow charts etc.	
MARCH 2023	EXAMS					

**ARMY PUBLIC SCHOOL , MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS:**

**X**

**SUBJECT:**

**Introduction to Financial Markets**

BOOKS: 1)INTRODUCTION TO FINANCIAL MARKETS (NSQF LEVEL-II) 2) EMPLOYABILITY SKILLS		PUBLISHER: CBSE			
MONTH	TOPIC & No. OF PERIODS	21 <sup>ST</sup> CENTURY SKILLS INTEGRATED	METHODOLOGY, INSTRUCTIONAL STRATEGIES & ACTIVITIES PLANNED	TEACHING LEARNING MATERIAL	LEARNING OUTCOME
APRIL 2022	<b>Book 1-FMM Unit-1 Investment Basics</b>	Thinking skills and Mind Mapping	Interactive Lecture  <b>Activity:</b> Calculate Bank and Post Office Deposits.	Introduction to Financial Markets NSQF Level-II	After studying this lesson learner will be able to: <ul style="list-style-type: none"><li>● Differentiate between savings and investment</li><li>● Know the needs of investment</li><li>● Know various tools available for investment.</li><li>● Identify National stock exchange</li><li>● Differentiate between bank and depository.</li></ul>
MAY2022	<b>Book 2-Employability skills Unit 1- Communication skills-II</b>	Communication skills Social skills writing skills	Discussion Method.  <b>Activity:</b> Role play of different character and identify the role of each element of communication cycle.	Employability Skills	After studying this lesson learner will be able to: <ul style="list-style-type: none"><li>● Communicate in a clear and concise form, either written or oral communication</li><li>● Enhance personality by having a importance of non-verbal communication.</li><li>● Know how to build a healthy</li></ul>

	<b>Registration of FMM students</b>				relationship between client and customer.
JULY2022	<p><b>Book -1 FMM</b> <b>Unit 2 -Securities</b></p> <p>Book-2-Employability skills Unit2- Self-management skills-II</p> <p><b>NSMART training Project for term 1</b></p>	<p>Learning skills</p> <p>Communication skills Social skills Self management skills</p>	<p>Interactive Lecture (Brief about market operations, and various Business Channels)</p> <p>Discussion method <b>Situation:</b> You have missed your school bus and you are getting late. What will you do? Will you panic or call for help or try to find a way</p>	<p>Introduction to Financial Markets NSQF Level-II</p> <p>Employability skills Power point presentation</p>	<p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Idea of securities platform</li> <li>● Understand basic trading techniques</li> <li>● Who can invest in securities market</li> <li>● Need of Regulators in security market</li> <li>● Know the role of RBI</li> <li>● Know how to do a transactions through Participants.</li> </ul> <p><b>After studying this lesson learner will be able to:</b></p> <ul style="list-style-type: none"> <li>● Handle stress, especially during the deadline for task accomplishment</li> <li>● Work in a team of people with different cultures.</li> <li>● Self disciplined and self motivated.</li> </ul>
AUGUST2022	<b>Book-1 FMM</b> <b>Unit 3- Primary Market</b>	Creative thinking Financial skills	Interactive method (discuss IPO	Introduction to Financial Markets	After studying this lesson learner will be able to:

	<b>Unit 4 - Secondary Market</b>	Analytical skills  Analytical skills Creative thinking skills	forms)/Lecture method  Discussion Method and Mind Mapping	NSQF Level-II  Introduction to Financial Markets NSQF Level-II	<ul style="list-style-type: none"> <li>● Know who can bring new issue.</li> <li>● Know what is a need of issue?</li> <li>● Role of primary market</li> <li>● Market capitalization</li> <li>● Role of SEBI</li> </ul> <p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Differentiate between Primary and Secondary Market</li> <li>● Process of Screen Based Test</li> <li>● Access Market</li> <li>● Know about Contract Note</li> <li>● Differentiate between Ask Price and Bid Price</li> <li>● Manage their portfolio of investment.</li> <li>● Know how Interest is designed</li> <li>● Relate interest and debt pricing</li> </ul>
SEPTEMBER 2022	<b>Book-1 FMM</b> <b>Unit 5-Derivatives</b>	Creative skills	Lecture Method and Discussion Method (Risk and Return of Derivative and commodity Trading)	Introduction to Financial Markets NSQF Level-II	<p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Find the derivative instruments</li> <li>● Identify the behaviour of Derivative Trading</li> </ul>



	Book-2 Employability skills <b>Unit3-</b> ICT skills-II	Information and technology skills Communication skills Social skills	Discussion and Interactive Lecture (Multiple Choice Questions)	Employability Skills  Demonstration in Computer Lab	<ul style="list-style-type: none"> <li>● Differentiate between future and options</li> <li>● Identify the features of commodity derivatives</li> <li>● Distinguish between Commodity and Financial Derivatives .</li> </ul> <p>After studying this lesson learner will be able to:-</p> <ul style="list-style-type: none"> <li>● Cope up with digital scenario</li> <li>● Make use of elementary function of information and communication technology</li> <li>● Access, store, retrieve, present and exchange information in collaborative network as and when required.</li> </ul>
TERM 1	<b>HALF YEARLY EXAMINATION SYLLABUS FROM APRIL TO SEPTEMBER</b>				
OCTOBER2022	<b>Unit 6- Depository</b>	Analytical skills Creative thinking Collaboaration	Lecture and Interactive Method	Introduction to Financial Markets NSQF Level-II	<p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Find similarities between Bank and Depository</li> <li>● Identify the role of depository</li> <li>● Know the benefits of equity ownership</li> <li>● Know the role of Custodians</li> <li>● Know the benefits of Demat account</li> <li>● Convert the Physical share to</li> </ul>

	<b>Book-2 Employability Skills Unit4- Entrepreneurship skills</b>	Self management skills Communication skills Social skills Decision making	Interactive Method <b>Activity:</b> <b>1.</b> Find motivational stories of young entrepreneur (last 10 years) <b>2.</b> Challenges faced by them in establishment.	Employability Skills	electronic share and vice-versa. After studying this lesson learner will be able to: <ul style="list-style-type: none"> <li>● Develop entrepreneurship skills</li> <li>● Start their own business</li> <li>● Become job creator rather than job seeker.</li> </ul>
NOVEMBER2022	<b>Unit 7- Mutual Funds</b>	Analytical skills Decision making skills Creative thinking	Discussion/ Interactive Method	Introduction to Financial Markets NSQF Level-II	After studying this lesson learner will : <ul style="list-style-type: none"> <li>● Know clearly about Mutual Funds</li> <li>● Know the benefits of investing in Mutual Funds.</li> <li>● Able to compute Net Asset Value</li> <li>● Know the concept of Exchange traded fund (ETF)</li> </ul>
DECEMBER2022	<b>Unit 8-Miscellaneous</b>	Decision making skills Critical thinking skills Mind mapping Collaboration	Lecture and Discussion Method  <b>Activity:</b> Discuss arbitration cases in class	Introduction to Financial Markets NSQF Level-II	After studying this lesson learner will be able to: <ul style="list-style-type: none"> <li>● Distinguish between Cash and Stock benefits</li> <li>● Know who is liable for corporate actions.</li> <li>● Describe Nifty/Sensex</li> <li>● Know the clearing corporation of NSE (Pay in/Pay out procedure)</li> <li>● Know the concept of Rolling Settlement</li> </ul>

					<ul style="list-style-type: none"> <li>● Know various post market activities like, no delivery period, BC/RD, Ex- Date, Arbitration etc.</li> </ul>
JANUARY2023	<p><b>Book-1</b> <b>Unit 9- concept &amp; modes of analysis</b></p> <p><b>Unit 5- Green skills</b></p>	<p>Analytical skills Critical thinking skills Problem solving skills Decision making</p> <p>Information technology skills Self management skills Communication skills Social skills</p>	<p>Lecture Discussion and Interactive method</p> <p><b>Activity:</b> Frame the procedure of Loan and its requirements.</p> <p>Interactive Method</p> <p><b>Activity:</b> Write a report on Prevention of wastage. (Maximum of 2 pages)</p>	<p>Introduction to Financial Markets NSQF Level-II</p> <p>Employability Skills</p>	<p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Know and compute simple and compound interest</li> <li>● Identify income and position statement</li> <li>● Know various sources and application of funds, current assets and liabilities.</li> <li>● Identify secured and unsecured loans.</li> </ul> <p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Develop technical skills, knowledge, values and attitude needed in an organisation</li> <li>● Support sustainable social, economic and environmental outcomes in business, industry and community with the help of Green Skills.</li> </ul>
FEBRUARY2023	<p><b>Book -1 FMM</b> <b>Unit-10- Ratio Analysis</b></p>	<p>Critical thinking and problem solving Analytical skills</p>	<p>Discussion and Mind mapping</p> <p><b>Activity:</b></p>	<p>Introduction to Financial Markets NSQF Level-II</p>	<p>After studying this lesson learner will be able to:</p> <ul style="list-style-type: none"> <li>● Know the needs and importance of Ratio calculation</li> </ul>

			Worksheet of numericals.		<ul style="list-style-type: none"> <li>● Know the soundness of a firm by calculating Liquidity Ratio</li> <li>● Judge operating/management efficiency of a firm with the help of profitability ratio.</li> </ul>
TERM 2	Revision –test paper -1 Revision- test paper-2 <b>Project for term 2</b>	<b>ANNUAL EXAMINATION  SYLLABUS FROM APRIL TO FEBRUARY</b>			

**COURSE STRUCTURE  
CLASS X (2022-23)**

**Theory Paper**

<b>Time: 3 Hrs.</b>		<b>Max. Marks: 80</b>	
<b>No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	Democratic Politics - II	50	20
IV	Understanding Economic Development	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

**COURSE CONTENT**

<b>Unit 1: India and the Contemporary World – II</b>		<b>60 Periods</b>
<b>Themes</b>		<b>Learning Objectives</b>
<b>Section 1: Events and Processes:</b>		
<b>1. The Rise of Nationalism in Europe:</b>		
<ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions: 1830-1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>		<ul style="list-style-type: none"> <li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>
<b>2. Nationalism in India:</b>		
<ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non-Cooperation</li> <li>• Differing Strands within the Movement</li> <li>• Towards Civil Disobedience</li> <li>• The Sense of Collective Belonging</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> </ul>

**Section 2: Livelihoods, Economies and Societies:**

**3. The Making of a Global World:**

- The Pre-modern world
- The Nineteenth Century (1815-1914)
- The Inter war Economy
- Rebuilding a World Economy: The Post-War Era

**4. The Age of Industrialization:**

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the Colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

**Section 3: Everyday Life, Culture and Politics:**

**5. Print Culture and the Modern World:**

- The First Printed Books
- Print Comes to Europe
- The Print Revolution and its Impact
- The Reading Mania
- The Nineteenth Century
- India and the World of Print
- Religious Reform and Public Debates
- New Forms of Publication
- Print and Censorship

- Appreciate the ideas promoting Pan Indian belongingness.

- Show that globalization has a long history and point to the shifts within the process.
- Analyze the implication of globalization for local economies.
- Discuss how globalization is experienced differently by different social groups.

- Familiarize with the Pro- to-Industrial phase and Early – factory system.
- Familiarize with the process of industrialization and its impact on labour class.
- Enable them to understand industrialization in the colonies with reference to Textile industries.

- Identify the link between print culture and the circulation of ideas.
- Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
- Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

<b>Unit 2: Contemporary India – II</b>		<b>55 Periods</b>
<b>Themes</b>		<b>Learning Objectives</b>
<p><b>1. Resources and Development:</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Development of Resources</li> <li>• Resource Planning - Resource Planning in India, Conservation of Resources</li> <li>• Land Resources</li> <li>• Land Utilization</li> <li>• Land Use Pattern in India</li> <li>• Land Degradation and Conservation Measures</li> <li>• Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India's Environment)</li> </ul> <p><b>2. Forest and Wildlife</b></p> <ul style="list-style-type: none"> <li>• Conservation of forest and wildlife in India</li> <li>• Types and distribution of forests and wildlife resources</li> <li>• Community and Conservation</li> </ul> <p><b>3. Water Resources:</b></p> <ul style="list-style-type: none"> <li>• Water Scarcity and The Need for Water Conservation and Management</li> <li>• Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>• Rainwater Harvesting</li> </ul> <p><b>4. Agriculture:</b></p> <ul style="list-style-type: none"> <li>• Types of Farming – Primitive Subsistence, Intensive Subsistence, Commercial</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the importance of forests and wild life.</li> <li>• Understand the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future.</li> </ul> <ul style="list-style-type: none"> <li>• Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> </ul> <ul style="list-style-type: none"> <li>• Explain the importance of agriculture in national economy.</li> </ul>	

- Cropping Pattern – Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms
- Food Security (excluding impact of globalization on agriculture)

### **5. Minerals and Energy Resources**

- What is a mineral?
- Mode of occurrence of Minerals - Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals
- Conservation of Minerals
- Energy Resources - Conventional Sources of Energy, Non-Conventional Sources of Energy
- Conservation of Energy Resources

### **6. Manufacturing Industries:**

- Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation

### **7. Life Lines of National Economy:**

- Roadways
- Railways

- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.

- Identify different types of minerals and energy resources and places of their availability.
- Feel the need for their judicious utilization.

- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.

- Explain the importance of transport and communication in the ever-shrinking world.



<ul style="list-style-type: none"> <li>• Pipelines</li> <li>• Waterways</li> <li>• Major Seaports</li> <li>• Airways</li> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>
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**Unit 3: Democratic Politics – II**

**50 Periods**

<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. Power Sharing:</b></p> <ul style="list-style-type: none"> <li>• Belgium and Sri Lanka</li> <li>• Majoritarianism in Sri Lanka</li> <li>• Accommodation in Belgium</li> <li>• Why power sharing is desirable?</li> <li>• Forms of Power Sharing</li> </ul> <p><b>2. Federalism:</b></p> <ul style="list-style-type: none"> <li>• What is Federalism?</li> <li>• What make India a Federal Country?</li> <li>• How is Federalism practiced?</li> <li>• Decentralization in India</li> </ul> <p><b>4. Gender, Religion and Caste:</b></p> <ul style="list-style-type: none"> <li>• Gender and Politics - Public/Private division, Women’s political representation</li> <li>• Religion, Communalism and Politics – Communalism, Secular State (excluding image on page 46, 48, 49 of NCERT Textbook – Democratic Politics –II - reprinted edition 2021)</li> <li>• Caste and Politics - Caste inequalities, Caste in politics, Politics in caste</li> </ul> <p><b>6. Political Parties:</b></p> <ul style="list-style-type: none"> <li>• Why do we need Political Parties? – Meaning, Functions, Necessity</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with the centrality of power sharing in a democracy.</li> <li>• Understand the working of spatial and social power sharing mechanisms.</li> <li>• Analyze federal provisions and institutions.</li> <li>• Explain decentralization in rural and urban areas.</li> <li>• Identify and analyze the challenges posed by communalism to Indian democracy.</li> <li>• Recognize the enabling and disabling effects of caste and ethnicity in politics.</li> <li>• Develop a gender perspective on politics.</li> <li>• Analyze party systems in democracies.</li> </ul>

<ul style="list-style-type: none"> <li>• How many parties should we have?</li> <li>• National Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p><b>7. Outcomes of Democracy:</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy's outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> </ul> <ul style="list-style-type: none"> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul>
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<b>Unit 4: Understanding Economic Development</b>	<b>50 Periods</b>
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<b>Themes</b>	<b>Objectives</b>
<p><b>1. Development:</b></p> <ul style="list-style-type: none"> <li>• What Development Promises - Different People, Different Goals</li> <li>• Income and Other Goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of Development</li> </ul> <p><b>2. Sectors of the Indian Economy:</b></p> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> </ul> <ul style="list-style-type: none"> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> </ul>

<ul style="list-style-type: none"> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul> <p><b>3. Money and Credit:</b></p> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of Money</li> <li>• Loan activities of Banks</li> <li>• Two different Credit situations</li> <li>• Terms of Credit</li> <li>• Formal Sector Credit in India</li> <li>• Self Help Groups for the Poor</li> </ul> <p><b>4. Globalization and the Indian Economy:</b></p> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of markets</li> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalization</li> <li>• World Trade Organization</li> <li>• Impact of Globalization in India</li> <li>• The Struggle for a fair Globalization</li> </ul> <p><b>5. Consumer Rights:</b> <b>To be used only for Project Work</b></p>	<ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to- day life.</li> </ul> <ul style="list-style-type: none"> <li>• Explain the working of the Global Economic phenomenon.</li> </ul> <ul style="list-style-type: none"> <li>• Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.</li> </ul>
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**PROJECT WORK  
CLASS X (2022-23)**

<b>05 Periods</b>	<b>05 Marks</b>
<p>1. <b>Every student</b> has to compulsorily undertake <b>any one project</b> on the following topics:</p> <p style="text-align: center;">Consumer Awareness</p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;">Social Issues</p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;">Sustainable Development</p>	

**2. Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
a.	Content accuracy, originality and analysis	<b>2</b>
b.	Presentation and creativity	<b>2</b>
c.	Viva Voce	<b>1</b>

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report can be handwritten/digital.

9. The Project Work needs to enhance cognitive, affective, and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher

assessment. (NEP-2020)

(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates.**)

10. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

### QUESTION PAPER DESIGN CLASS X

Time: 3 Hours		Maximum Marks : 80	
Sr. No.	Competencies	Total Marks	% Weightage
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	<b>Formulating, Analyzing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	<b>Map Skill</b>	5	6.25%
		<b>80</b>	<b>100%</b>

**Note:** 1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.

2. 02 Items from History Map List and 03 Items from Geography Map List

### INTERNAL ASSESSMENT: 20 MARKS

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td>Pen Paper Test</td> <td style="text-align: right;"><b>5 marks</b></td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: right;"><b>5 marks</b></td> </tr> </table>	Pen Paper Test	<b>5 marks</b>	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>
		Pen Paper Test	<b>5 marks</b>			
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Work done (Activities / Assignments)</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				

### LIST OF MAP ITEMS CLASS X (2022-23)

#### A. HISTORY (Outline Political Map of India)

#### Chapter - 3 Nationalism in India – (1918 – 1930) for locating and labelling / Identification

##### 1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

##### 2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement

f. Dandi (Gujarat) - Civil Disobedience Movement

## **B. GEOGRAPHY (Outline Political Map of India)**

### **Chapter 1: Resources and Development (Identification only)**

a. Major soil Types

### **Chapter 3: Water Resources (Locating and Labelling)**

#### **Dams:**

- |                      |                    |
|----------------------|--------------------|
| a. Salal             | e. Sardar Sarovar  |
| b. Bhakra Nangal     | f. Hirakud         |
| c. Tehri             | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra     |

### **Chapter 4: Agriculture (Identification only)**

- a. Major areas of Rice and Wheat  
b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

### **Chapter 5: Minerals and Energy Resources**

#### **Minerals (Identification only)**

##### **a. Iron Ore mines**

- |              |             |
|--------------|-------------|
| • Mayurbhanj | • Bellary   |
| • Durg       | • Kudremukh |
| • Bailadila  |             |

##### **b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro   | • Neyveli |

##### **c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Bassien     |
| • Naharkatia  | • Kalol       |
| • Mumbai High | • Ankaleshwar |

#### **Power Plants**

##### **(Locating and Labelling only)**

##### **a. Thermal**

- |             |              |
|-------------|--------------|
| • Namrup    | • Ramagundam |
| • Singrauli |              |

##### **b. Nuclear**

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

### **Chapter 6: Manufacturing Industries (Locating and Labelling Only)**

#### **Software Technology Parks:**

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune
- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

### **Chapter 7: Lifelines of National Economy**

#### **Major Ports: (Locating and Labelling)**

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi
- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

#### **International Airports:**

- a. Amritsar (Raja Sansi - Sri Guru Ram Dass jee)
- b. Delhi (Indira Gandhi)
- c. Mumbai (Chhatrapati Shivaji)
- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

**Note: Items of Locating and Labelling may also be given for Identification.**

#### **PRESCRIBED BOOKS:**

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

**Note: Please procure latest reprinted edition (2021) of prescribed NCERT textbooks.**